Enhancing social skills: Reliability and validity of the Indonesian version of SSIS-RS among physical education students

Fegie Rizkia Mulyana[1,2abcd]* , Adang Suherman[1abc] , Agus Mahendra[1cde] , Herman Subarjah[1cde] , & Yusuf Hidayat[1bcd]

Universitas Pendidikan Indonesia, Indonesia[1]
Universitas Siliwangi, Indonesia[2]

ABSTRACT

Background Problems: Social skills development is increasingly important in education as it impacts students' social interactions, good relationships, and academic success. However, in the digital age, changing social dynamics are driving educators and researchers to recognise the importance of valid and reliable tools to assess and develop social skills, including in primary, secondary, and tertiary schools. **Research Objectives**: This study aims to discuss the process of adapting an instrument to assess adolescent social skill in higher education, highlighting the key considerations and steps involved in its development. **Methods**: The research method used was quantitative research. The population in this study were 1st semester physical education students, the sampling technique was purposive sampling, and the sample size was 118, data were discussed with Pearson and Cronbach. The English version of the SSIS-RS was translated according to international guidelines into Indonesian. Content validity was verified by an expert panel and our instrument was then administered to the two sample physical education classes. SPSS version 27.0 (SPSS Inc, Chicago, IL) was used to perform all analyses in this study. **Findings and Results**: The results of the instrument validity test using Pearson correlation showed that 45 statement items were valid (r count > r table) of 46 statement items. It could be concluded that the Indonesian version of the SSIS-RS instrument had achieved adequate group validity. Cronbach alpha ranged from 0.888-0.893, indicating adequate internal consistency. **Conclusion**: The Indonesian version of the SSIS-RS instrument was said to be a valid and reliable tool for assessing students' social skills in physical education learning, so that it becomes a reference instrument when measuring affective learning abilities. The importance of social skills possessed by students because it is a predictor of academic and future success.

Keywords: Cross cultural; reliability; social skills; validity

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Corresponding Author: Fegie Rizkia Mulyana, Sport Education, Postgraduate School, Universitas Pendidikan Indonesia, Bandung, Indonesia
Email: fegierizkiamulyana@upi.edu

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INTRODUCTION

Teenagers in college often experience intense identity change and exploration. They deal with different peers, cultures, and values. Good social skills are important in building healthy relationships, managing differences, and finding their place in diverse social environments (Kamaruddin & Yusoff, 2019). Students must adapt to new rules, a new academic system, make new friends, and navigate complex social systems. Effective social skills help them interact well, feel welcome, and build strong social networks (Manzano-Sánchez et al., 2021).

Students with high social skills know how and when to use these skills appropriately, including tone of voice, hand movements, facial expressions, body postures, cooperation with others, and respond effectively in situations where conflict is likely to occur (Gresham, 2016). Learning in college keeps students involved in group projects and collaborative activities. The ability to work together in a team, communicate well, and solve conflicts constructively are much-needed social skills (Akgun & Araz, 2014). These skills enable them to contribute effectively to academic projects and prepare them for work in professional settings, the world of work, and even in the future (Le et al., 2018).

Students in college are often faced with academic pressure, personal challenges, and significant life changes (Tian & Lu, 2017). Good social skills help them manage stress, build social support, and strengthen emotional well-being. In contrast, students who experience deficits in social skills may experience poor academic performance and may develop serious psychosocial problems and challenges in adulthood, including depression, anxiety, or suicide (Langeveld et al., 2013). Meaningful learning is based on more than what the teacher delivers, it promotes construction of knowledge from learners' experiences, feelings, and interactions (Sharan, 2015). To be able to overcome various challenges in the future, psychological demands must also be balanced with strategies to support good mental resilience (Prasetiyo et al., 2022).

The ability to communicate effectively can help overcome any difficulties that may arise. For many youths, college is the first step in preparing for their careers (Rahmi et al., 2023). Strong social skills, such as effective communication, leadership, negotiation, and adapting to change, are invaluable in the world of work. Developing social skills during college can help them become successful professionals in the future (Jurevičienė et al., 2013). Because social skills are not inherited but trained through experience and skills that are developed from childhood to adulthood (Tonetto et al., 2020).

Well-developed social skills contribute to academic success and better learning outcomes for students (Cheung et al., 2017). This is reinforced by previous research conducted by Rusdiah (2017) which found that there is a significant and predictive relationship between social skills and long-term academic achievement, and is in line with Hartanto et al. (2021) who found that physical activity has a significant and positive effect on social skills. The development of social skills deficit problems is currently hitting society, and is a big challenge (Gresham, 2016), besides that, the correlation between emotional intelligence and learning outcomes in physical education is still minimal (Fenanlampir & Mutohir, 2021), so an instrument is needed that can assess development affective students which is useful as an evaluation of learning that has been done. With this background in mind, it is important to pay attention to the development of social skills in adolescents in tertiary institutions through relevant education, training, and social support programs. The main goal of Physical Education learning is not only to focus on the cognitive and psychomotor domains but also to prioritize the affective domain. However, the affective domain and affective learning have been neglected or under-considered and have been a perennial problem in Physical Education learning for decades (Casey & Rio, 2019). So the need for a greater emphasis on effective learning in teaching physical education (Samalot-Rivera, 2014).

Therefore, in-depth research on measuring and improving social skills is relevant, especially in the context of physical education. However, it is rare to measure the development of students' social skills. Although previous studies (Cheung et al., 2017; Gresham, 2016; Gresham & Elliott, 2008; Handayani etal., 2021; Issa & Muda, 2015; Macayo et al., 2022; McGrath, 2016; Putsom et al., 2017; Tennant et al., 2015) conducted many studies related to skills social life, but only limited to children and adolescents in the early phase of elementary and middle school.

In an effort to measure and improve students' social skills, assessment instruments such as the "Social Skills Improvement System Rating Scales" (SSIS-RS) have been widely used in various countries (Cheung et al., 2017; Macayo et al., 2022; Putsom et al., 2017; Tennant et al., 2015). These measurement tools have proven to be very effective in identifying students' social needs and helping them to grow in this regard (Cheung et al., 2017; Gresham, 2016).

Physical education students are an interesting group to study in the context of social skills. They frequently interact with diverse individuals in a variety of contexts, including physical training, matches, and extracurricular activities (Manzano-Sánchez et al., 2021). The ability to interact well in these situations is a very important skill for them, not only in the educational sphere but also in their preparation to participate in wider society (Tonetto et al., 2020).

We think it is still rare to find research results that measure the development of social skills in adolescents in tertiary institutions, especially in Indonesia. Therefore, measuring the reliability and validity of the SSIS-RS in this population is an important first step to ensuring this measurement tool can be used effectively in educational research and practice. However, it is important to ensure that this measurement tool is also relevant and reliable in specific cultural and linguistic contexts. Therefore, this study aims to examine the reliability and validity of the Indonesian version of the SSIS-RS, specifically among physical education students.

METHOD
Participant
The sample of this study included students majoring in physical education who were studying in the second semester, totaling 118 people consisting of 65% male and 35% female.

Instrument
The Social Skills Improvement System-Rating Scale (SSIS-RS) is designed to facilitate students who experience social behavior difficulties, focuses primarily on skills that facilitate academic success and helps plan interventions to improve students' social behavior (Gresham & Elliott, 2008). The Social Skills Domain consists of seven subscales: Communication, Cooperation, Affirmation, Responsibility, Empathy, Engagement, and Self-control. Social skills were also assessed on a four-point Likert rating scale (0 = Never, 1 = Seldom, 2 = Often, 3 = Almost/Always).

Procedure
A professional translator translates the SSIS-RS items from English into Indonesian, then a second professional translator completes the backward translation of the Indonesian into an English version. The translation results are compared to identify the necessary revisions to improve the accuracy of the Indonesian language version of the SSIS-RS instrument. The translated Indonesian version of the SSIS-RS was then tested in the field on 118 students majoring in physical education. After the SSIS-RS instrument was translated into the Indonesian version, before trying out the instrument it was assessed for content or construct validity tests by a Psychometric expert who is also a lecturer in the physical education study program, Universitas Pendidikan Indonesia. Some of the elements that make up the assessment include operational definitions of variables, dimensions and indicators, representation and the number of indicator items, the scale of the instruments used, grammar, and the sample population. After testing the validity of the content with the experts, the instrument was revised according to the suggestions/input from the experts. An indicator that an instrument is said to be valid is when experts have agreed on the content and format of the instrument without any revisions (Fraenkel et al., 2022).

Data Analysis
SPSS version 27.0 (SPSS Inc, Chicago, IL) was used to perform all analyses in this study. Testing the validity of finding the correlation coefficient is using the product moment or Pearson correlation by comparing the correlation coefficient with the r Product Moment table. It is said to be significant if the r count is greater than the r table (ri > rt). While testing the reliability of the instrument using the Alpha-Cronbach test. If the

Cronbach Alpha reliability coefficient has been calculated (αi), then it is compared with the Cronbach Alpha reliability coefficient criteria. It is said to be reliable if the Cronbach's Alpha coefficient is more than 0.60 (αi > 0.60), recommended 0.50 to 0.60 for the early stages of the study, and not more than 0.90 (αi > 0 .90) so that it is not too high and shows redundancy between items (Hinton et al., 2014).

RESULTS AND DISCUSSION

After the SSIS-RS instrument was translated, content validity was then tested with experts, the instrument was revised according to suggestions/input from experts. However, to find out that the SSIS-RS instrument could be used effectively in educational research and practice, this instrument was further explained using the Statistical Program for Social Science (SPSS) version 27.0 with Pearson correlation analysis and Cronbach's alpha. The results of calculating the validity test using the Pearson correlation are listed in the following table:

Table 1. Pearson Correlation

N	Item	Pearson Correlation	r_t
118	Responds well when others start a conversation or activity	.337**	0.176
	Speaks in appropriate tone of voice	.332**	0.176
	Takes turns in conversations	.383**	0.176
	Makes eye contact when talking	.269**	0.176
	Says "please."	.322**	0.176
	Says "thank you."	.392**	0.176
	Uses gestures or body appropriately with others.	.461**	0.176
	Pays attention to your instructions.	.467**	0.176
	Follows your directions.	.495**	0.176
	Participates appropriately in class	.510**	0.176
	Follows classroom rules.	.468**	0.176
	Completes tasks without bothering others.	.451**	0.176
	Ignores classmates when they are distracting.	.289**	0.176
	Expresses feelings when wronged.	.253**	0.176
	Says nice things about herself/himself without bragging.	.276**	0.176
	Asks for help from adults.	.261**	0.176
	Questions rules that may be unfair.	.172	0.176
	Stands up for herself/himself when treated unfairly.	.300**	0.176
	Says when there is a problem.	.442**	0.176
	Stands up for others who are treated unfairly.	.517**	0.176
	Takes care when using other people's things.	.340**	0.176
	Respects the property of others.	.462**	0.176
	Is well-behaved when unsupervised.	.405**	0.176
	Takes responsibility for her/his own actions.	.543**	0.176
	Acts responsibility when with others.	.547**	0.176
	Takes responsibility for part of a group activity.	.445**	0,176
	Tries to comport others.	.571**	0.176
	Forgives others.	.407**	0.176
	Feels bad when others are sad.	.367**	0.176
	Shows kindness to others when they are upset.	.423**	0.176
	Is nice to others when they are feeling bad.	.511**	0.176
	Shows concern for others.	.512**	0.176
	Joins activities that have already started.	.414**	0.176
	Invites others to join in activities.	.471**	0.176
	Makes friends easily.	.500**	0.176
	Interacts well with other children.	.543**	0.176
	Participates in games or group activities.	.608**	0.176
	Starts conversations with peers.	.447**	0.176
	Introduces herself/himself to others.	.413**	0.176
	Makes a compromise during a conflict.	.436**	0.176
	Stays calm when teased.	.290**	0.176
	Takes criticism without getting upset.	.392**	0.176
	Uses appropriate language when upset.	.419**	0.176
	Resolves disagreements with you calmly.	.585**	0.176

N	Item	Pearson Correlation	r_t
	Stays calm when disagreeing with others.	.441**	0.176
	Responds appropriately when pushed or hit.	.444**	0.176
	* Correlation is significant at the 0.05 level (2-tailed).		
	** Correlation is significant at the 0.01 level (2-tailed).		

A total of 46 statements were tested for validity using Pearson correlation, the results showed that one statement in number 17 was said to be invalid because the r count (r_i) was smaller than r table (r_t), namely $0.172 < 0.176$. So the item statement at number 17 is declared invalid. Meanwhile, as many as 45 statement items were declared valid. Furthermore, the 45 statement items were tested for reliability using Alfa Cronbach. The result is as follows:

Table 2. Case Processing Summary

		N	%
	Valid	118	100.0
Cases	Excluded[a]	0	0.0
	Total	118	100.0

a. Listwise deletion based on all variables in the procedure.

From Table 2 above, it can be concluded that the number of respondents involved was 118 people, and there was no missing data according to the SPSS 27.0 calculation table so N remained 118 people (100%) according to the actual situation.

Table 3. Reliability Statistics

Cronbach's Alpha	N of Items
0.893	45

The statistical results are in the Table 3 show an α value of 0.893, the reliability test results of the 45 valid statement items are detailed in the following table:

Table 4. Item-Total Statistics

Domain	Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Communication	Responds well when others start a conversation or activity.	879.322	184.406	.296	.891
	Speaks in appropriate tone of voice.	881.271	184.693	.292	.891
	Takes turns in conversations.	881.186	183.182	.340	.890
	Makes eye contact when talking.	882.966	184.706	.215	.892
	Says "please".	884.068	183.132	.266	.892
	Says "thank you".	876.610	184.961	.363	.890
	Uses gestures or body appropriately with others.	889.237	181.644	.420	.889
Cooperation	Pays attention to your instructions.	886.102	181.060	.424	.889
	Follows your directions.	885.000	180.645	.454	.889
	Participates appropriately in class.	884.068	181.577	.476	.889
	Follows classroom rules.	880.085	182.436	.433	.889
	Completes tasks without bothering others.	882.034	181.240	.407	.889
	Ignores classmates when they are distracting.	887.627	183.379	.226	.893
Assertion	Expresses feelings when wronged.	891.441	184.432	.191	.893
	Says nice things about herself/himself without bragging.	889.068	184.188	.218	.893
	Asks for help from adults.	885.339	185.157	.211	.892
	Questions rules that may be unfair.	891.949	187.252	.126	.893
	Stands up for herself/himself when treated unfairly	881.864	184.204	.248	.892
	Says when there is a problem.	889.831	180.957	.395	.890

Domain	Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
	Stands up for others who are treated unfairly.	882.881	180.327	.478	.889
Responsibility	Takes care when using other people's things.	876.525	185.391	.307	.891
	Respects the property of others.	876.949	183.496	.431	.890
	Is well-behaved when unsupervised.	882.881	182.754	.362	.890
	Takes responsibility for her/his own actions.	878.559	181.748	.513	.889
	Acts responsibility when with others.	880.339	180.819	.514	.888
	Takes responsibility for part of a group activity.	881.356	182.392	.406	.890
Empathy	Tries to comport others.	881.102	178.766	.533	.888
	Forgives others.	880.169	182.683	.364	.890
	Feels bad when others are sad.	889.915	182.504	.315	.891
	Shows kindness to others when they are upset.	888.475	181.498	.376	.890
	Is nice to others when they are feeling bad.	884.661	180.559	.473	.889
	Shows concern for others.	881.949	179.816	.470	.889
Engagement	Joins activities that have already started.	886.102	182.736	.373	.890
	Invites others to join in activities.	885.763	181.563	.431	.889
	Makes friends easily.	882.966	178.723	.451	.889
	Interacts well with other children.	882.712	180.712	.509	.888
	Participates in games or group activities.	882.034	178.779	.575	.887
	Starts conversations with peers.	884.322	180.418	.397	.890
	Introduces herself/himself to others.	888.559	181.389	.363	.890
Self-Control	Makes a compromise during a conflict.	888.305	180.672	.386	.890
	Stays calm when teased	884.237	183.939	.234	.892
	Takes criticism without getting upset	882.712	182.336	.345	.890
	Uses appropriate language when upset	887.797	181.626	.372	.890
	Resolves disagreements with you calmly	884.322	178.230	.547	.887
	Stays calm when disagreeing with others	883.136	181.841	.399	.890
	Responds appropriately when pushed or hit	886.186	180.426	.394	.890

The results of the reliability test using Alfa Cronbach obtained α values ranging from 0.888 to 0.893, according to the interpretation of the correlation coefficient (r) that the instrument is said to be reliable if the value of αi > 0.60 (Sugiyono, 2016). Based on this statement, the Indonesian version of the SSIS-RS instrument is said to be reliable and can be used to measure student/adolescent social skills. The results of the reliability test of the SSIS-RS instrument were superior to the results of the reliability test of the Goldstein Social Skills Scale instrument conducted by (Macayo et al., 2022), the results of his research as a whole showed Cronbach's Alpha values varied from 0.72 to 0.75. The scale shows a reliability of 0.75. The Goldstein's Social Skills Scale instrument is said to be valid and reliable and can be used with students in developmental, kinesiology, and speech therapy programs.

This study is preliminary evidence of the reliability and validity of the Indonesian version of the social skills improvement system instrument, and the results provide good evidence of validity and reliability. Instrument adaptation carried out refers to adaptation procedures and cross-cultural psychometric instruments carried out by (Cheung et al., 2017), then adjusted to the needs and existing situation. The dimensions and item indicators used in this instrument refer to the SSIS-RS developed by (Gresham & Elliott, 2008), which consists of the domains of Communication, Cooperation, Affirmation, Responsibility, Empathy, Engagement, and Self-Control.

We only translate from the English version to the Indonesian version without removing or replacing existing subdomains, because a study of human behavior, and the accuracy of self-reports can be affected by gender, cultural or ethnic background (Koh et al., 2020). Each statement item has its meaning and it does need a little adjustment to the actual situation of the population. Sometimes finding ambiguous meanings in several statement items, so that in the results of calculating the validity test there is one statement item, namely statement item number 17 which is declared invalid. Because the language is not appropriate, the respondent is not sure to give an interpretation of his feelings and thoughts about the statement.

However, most of the statement items get significant r count values, namely r count values are greater than r tables so most of the statements are stated to be valid and reliable with a Cronbach alpha value of 0.893 greater than 0.60 so that they were said to have reliability in the high category (Hinton et al., 2014). The limitations of this study are that it does not involve experts in the psycho-social field to better interpret the validity of the content or constructs that are compiled, as well as to understand the statement items being translated. Psycho-social is related to each individual's feelings about other group members, the motives of one's behavior, and the effects of behavior on other individuals when the individual is part of a group (Alleimon, 2022).

Another limitation of this study is not all the steps in the validation process the instrument was taken, there were at least four main validity tests of the questionnaire, namely; face validity, content validity, construct validity, and criterion validity (Taherdoost, 2016). Another limitation is that test-retest is not fulfilled, because the reliability of an instrument is related to the measurement of a phenomenon that gives stable and consistent results, and is said to be reliable if repeated measurements are carried out which will give the same results (Fraenkel et al., 2023).

Suggestions for further research are expected to be able to construct psychometric instruments to measure social skills in the scope of education and involve more than one language translator, a psychometric and psychosocial expert in constructing the instrument so that the results obtained are more valid and reliable. Then it is suggested to go through several validity and reliability test stages that are considered relevant according to the needs of the instrument to be developed.

CONCLUSION

In conclusion, this study shows that the Indonesian version of the SSIS-RS can show a good level of validity and reliability. The results of this study were initial evidence of the reliability and validity of the Indonesian version of the social skills improvement system instrument, which was adapted from English. The results of this research can contribute insight and knowledge to teachers, lecturers and researchers. Apart from that, it is useful as a reference when you want to measure social skills and the success of affective learning carried out on students. The practical contribution is being able to measure and determine the development of students' social skills, so that teachers or lecturers can optimize their social interactions, build strong relationships, and achieve academic and non-academic success in various aspects of their lives, both in personal and professional contexts. Considering that currently it is still rare to find instruments and measurements of related social skills carried out on students in tertiary institutions. However, this adapted instrument is still a viable alternative for measuring social skills among adolescents at the students population level.

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CONFLICT OF INTEREST

The Author declared that there is no conflict of interest in writing this article.

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